

# Just a joke?

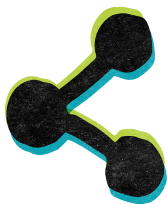
Sexualised online bullying  
amongst 9-12s

Lesson plans and activities for  
young people aged 9-12

A practical teaching  
toolkit from



Step Up,  
Speak Up!



# About this toolkit

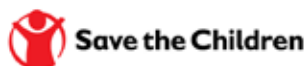
These lesson plans and activities have been designed to help educators explore problematic online sexual behaviour with 9-12 year olds.

Opportunities for adaptation are provided for all activities.

Project deSHAME is a collaboration between Childnet (UK), Kek Vonal (Hungary), Save the Children (Denmark) and UCLan (UK).



Digital Exploitation and Sexual Harassment Among Minors in Europe



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# Sexualised online bullying amongst 9-12s

## Lesson plans and activities

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### **Educators notes**

Look out for this symbol. These notes give background information on different issues and advice for discussing them with pupils.

### **Lesson timings**

The resources in this toolkit are designed to generate discussion and work best when all pupils have the opportunity to share and talk freely. For this reason all timings given here are a guide and you may prefer to extend individual lessons or deliver the activities over a longer period of time where feasible.

## Lesson #1

"I like this because everyone is sharing their ideas and it's very clear. You can agree and give ideas, and you can say if you disagree."

9-12 year olds

🕒 minimum 45 min

## Lesson aim:

Pupils come to a group agreement on the type of environment that will help them to discuss sensitive topics in a safe and respectful way.

## Learning outcomes:

- I can understand and suggest safe and respectful behaviour expectations.
- I can identify what I need to feel comfortable to take part in sensitive discussions.
- I can agree with others on how we can support each other during sensitive discussions.

**Resources:** large pieces of paper, coloured pens/pencils

**Keywords:** ground rules, environment, safe, respect, sensitive, expectations

## Before the lesson:

- Review the Teaching Guide for information about the topic and advice on how to deliver these activities.
- Refresh your knowledge of your school's anti-bullying policy.
- Refresh your knowledge of your school's reporting and safeguarding procedures.

Activity		Timing	Resources
Introduction	Setting up the lesson	5 min	-
Activity 1	Mind map	15 min	Large pieces of paper, coloured pens/pencils
Activity 2	Ground rules	15 min	-
Plenary	Summing up	10 min	-

## Introduction

🕒 5 mins

Begin by explaining that in the next few lessons we will be exploring the topic of cyberbullying, in particular cyberbullying which targets people's identities, bodies or appearances to hurt or embarrass them.

Explain that: "Issues like this can be very sensitive and difficult to talk about sometimes. It's okay to feel unsure or ask questions, but it's also important that as a group we all agree on how to treat each other during these lessons and that everyone feels comfortable to take part. To do this, we will agree on a set of ground rules and talk about what behaviour is acceptable during these lessons."



**A note on seating arrangements:** Decide beforehand if you would like to change the seating arrangement of your classroom, e.g. sitting in a circle or changing the seating plan. The change in layout can be used as a reminder to pupils that a new lesson has begun, and the ground rules are now in action.

## Activity 1

🕒 15 mins

Ask pupils to silently reflect on how they would like others to act and behave during these lessons.

Split the group into smaller groups, and give each a large piece of paper. Ask them to think of some ground rules they would like everyone to follow when talking about sensitive topics.

Encourage pupils to write their statements in a positive way e.g. "We will listen to each other and respect our different opinions."

## Activity 2

🕒 15 mins

Bring all the pupils together to share their statements. Create a master list of ground rules based on their suggestions.

If any helpful suggestions from the list below are not included, ask the group for permission to add them.

- We will always be on time.
- If we can't attend or don't feel comfortable then we will tell someone beforehand.
- We will always respect everyone in the group.
- We will be sensitive to everyone's different backgrounds, needs and experiences.
- We will respect everyone's privacy and keep everything said in the lessons private.
- We will keep people's names out of our discussions.
- We know that there are no wrong answers – everyone is here to learn.
- We know that we don't have to answer or discuss things we don't want to.
- We know that these lessons are a safe space, free from violence – physical or verbal.
- We will treat others as we wish to be treated.
- We will follow our school rules about using technology in lessons (refer to your school policy on the use of school and/or personal devices in lesson time).

Review the ground rules and check that everyone agrees with them. If not, work through them until everyone agrees. You could ask all the pupils to sign their names around the list of rules to show they agree to follow them.

Display the master list of ground rules prominently in your room/space.




**A note on confidentiality:** As an educator you have a duty of care to follow up anything that poses a risk to a child's safety. Explain to pupils:

"We will be talking about issues that might be sensitive or difficult to talk about sometimes. It's okay to feel unsure or ask questions. Because I am a teacher/youth worker/etc it is my responsibility to make sure you are safe and help

to protect you from harm. If I hear something that makes me think that someone is hurting you or another child, I will do everything I can to help you and to prevent this from happening again.

You don't have to share something very personal in the group, but if you would like to talk to me about something alone, just ask me and we will arrange a time to talk."

 **A note on language:** Cyberbullying that uses gender stereotypes or body shaming often includes offensive name-calling, rude language or swearing.

Decide before any activities if you are comfortable with pupils referring to offensive language they see online. If you allow them to use it, remind them it is only being allowed in the context of the activity, and if they use it unnecessarily, then the permission to use it will be taken away.

## Plenary

🕒 10 mins

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Ask for volunteers to sum up the key messages of the ground rules in a gradually decreasing number of words. For example, the first pupil sums it up in 15 words, the next in 10 words, the next in five words, until a pupil can sum up the key messages in one word.



**A note on adapting this lesson:** You may feel that you already have well established ground rules, which pupils are confident and clear on. In this case, you can adapt this lesson by using it to introduce the themes of Lessons 2 and 3.

'Journey of Life' or 'Everyone Can' from the Quick Activities in this toolkit would work well for this.

## Lesson #2

"They would have just done it on purpose, try and embarrass or hurt them."

9-12 years

🕒 minimum 60 min

## Lesson aim:

Pupils can identify cyberbullying which uses gender stereotypes and body shaming, understand the impact of this behaviour on others and know how to seek help.

## Learning outcomes:

- I can recognise online behaviour that uses gender stereotypes or body shaming to upset and hurt people.
- I know that acting in this way is cyberbullying.
- I know how to seek help for myself or others experiencing cyberbullying.

**Resources:** large pieces of paper/mini whiteboards, coloured pens/pencils, strips of paper and paper clips/building blocks, paper person outline/small toy/figurine

**Keywords:** cyberbullying, identity, stereotype, gender, body shaming

## Before the lesson:

- Review the Teaching Guide for information about the topic and advice on how to deliver these activities.
- Refresh your knowledge of your school's anti-bullying policy.
- Refresh your knowledge of your school's reporting and safeguarding procedures.
- Work with your pupils to agree on a set of ground rules. See Lesson #1. Display these somewhere visible.

Activity	Timing	Resources
Introduction    Setting up the lesson	5 min	-
Activity 1        Mind map	15 min	Large pieces of paper/mini whiteboards, pens/pencils
Activity 2        Role play	15 min	-
Activity 3        Build a bridge	15 min	Strips of paper and paper clips/building blocks, paper person outline/small toy/figurine
Plenary          Giving advice	10 min	-

## Introduction

⌚ 5 mins

Begin by explaining we will be learning about a particular type of cyberbullying, and what to do if we see this type of cyberbullying, or if it happens to us.

Explain that: “We will be looking at bullying online that targets people’s identities, bodies or appearances to hurt or embarrass them. Everyone is unique and this is something to celebrate. Sadly, there are times when friends and classmates are made to feel upset because of online comments or behaviour targeting how someone looks or behaves, or that uses photos and videos to hurt or embarrass them.”

## Activity 1

⌚ 15 mins

In pairs, pupils write the word ‘cyberbullying’ on a large piece of paper or mini whiteboard. Give pupils 60 seconds to write down as many different explanations of cyberbullying they can think of. Encourage them to include specific details e.g. how, where and when it happens.

Take some group feedback. Discuss what all the explanations have in common – that cyberbullying is online behaviour meant to upset someone on purpose.

Next, give pupils 30 seconds to list as many different things someone might get bullied about online. Take some group feedback.

As mentioned at the beginning of the lesson, there can be different types of cyberbullying that target different things about a person.

Choose a couple of the following scenarios and read aloud. Ask pupils to tick or highlight the definitions and words on their paper that most closely ‘match’ each scenario.

### Scenarios:

1. Ava gets a comment on a new selfie she posted making fun of her short new haircut, saying that she looks ‘ugly’ and ‘like a boy.’
2. Muhammed was playing his favourite online game. He was using a female character. The friends from school he was playing with kept making fun of him in the comments, saying he chose a female character because he played ‘like a girl.’
3. Crystal took a picture of her hand holding out a bracelet she had made. She shared it online. A classmate took a copy of it and edited it to make it look like she was touching another pupil on their bottom.
4. Some pupils in Charlie’s class took a photo of him then used a filter that made it look like he was wearing brightly coloured make-up. They shared it around online with comments about him being ‘gay.’
5. Niko had a friend round after school. His friend saw a photo on the wall of Niko as a little boy, playing naked in the garden and took a photo of it. Then he shared it with everyone in their class, even though Niko asked him to delete it.

Pupils should tick any definitions or words they have written that mention images, gender, body parts, appearance, embarrassment, or sexualised behaviour.

Lead a discussion on what the group notice about these examples. Is there anything similar about them? Guide the discussion back to the particular form of cyberbullying this lesson is about.

**Suggested answer:** All these scenarios describe people getting targeted about their identity. Some target people’s gender, some target their appearance, and some embarrass them either about their body or by using an image of it. None of them are acceptable, or kind behaviours. All of them describe the type of cyberbullying we are talking about in this lesson.

Are there any words in the above scenarios which pupils are unsure about? Provide explanations appropriately if needed.



## Activity 2

### ⌚ 15 mins

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Divide pupils into pairs or small groups to role play this activity.

Pupils imagine they are the hosts of a new online video channel aimed at young people their age, and they are filming a new video to post. For inspiration, pupils could think of their favourite YouTuber and how they introduce their videos.

Their 'video' needs to have a focus on identity-based cyberbullying – that which bullies someone for who they are, their gender or their appearance to upset them. They need to explain what it is, how it happens online and how it makes people feel.

Each pair could:

- Host an interview
- Hold a discussion
- Perform a poem or rhyme
- Host a Q&A from their 'viewers'

Pairs decide on the format of their video, and practise their role plays. Ask for volunteers to perform to the rest of the group. These role plays could also be filmed on school/setting devices and watched back by other groups.

## Activity 3

### ⌚ 15 mins

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In small groups, pupils create a small figure or avatar to represent a person who is getting bullied in the ways discussed in this lesson. These can be drawn and cut out of paper, or by using toys/figurines.

Ask each group to come up with a short scenario to describe how their character is being bullied online for their identity, gender or appearance.

Using tables, or other large objects in your space, create two sides with a gap in the middle. One side represents 'bullied' and the opposite side represents 'better'.

The aim is for each group to get their figure from

the 'bullied' side to the 'better' side. To do this they must create a way for their avatar to cross the gap by making a bridge out of paper chains and paperclips, or any other building materials you have available e.g. building blocks.

On each paper chain link, the group writes down what must happen in order for their avatar to feel better, for example:

- Things they can do (e.g. seeking help from an adult.)
- Things their friends, family and school staff can do to support them and help them feel better (e.g. show them how to block online contacts, listen to them, speak to the person who is cyberbullying them etc.)

## Plenary

### ⌚ 10 mins

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Ask the pairs/small groups from the video role play activity (Activity 2) to create a final part to their video.

This must explain what they have learnt from today's lesson and give their 'viewers' advice about what they can do if this type of cyberbullying happens to them or to a friend. If previous role plays were filmed on a school/setting device, film this part too.

## Lesson #3

"It was just a joke!"

9-12 years

🕒 minimum 60 min

## Lesson aim:

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Pupils understand how content shared as a joke online can hurt or upset other people, including that which includes nudity, body shaming or gender stereotypes.

## Learning outcomes:

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- I can recognise online content that can cause upset, hurt or shock.
- I know that sharing this content for a joke is not kind or respectful.
- I know how to seek help about online content that I am confused or curious about.

**Resources:** Paper/mini whiteboards, pens/pencils, Appendix 1 (page 11): Snakes and ladders board, scenario cards, counters and dice - 1 set per group, sticky notes, optional: 1 tablet per group, optional: Appendix 2 (page 15) diary entry, 1 per pupil

**Keywords:** cyberbullying, identity, stereotype, gender, reaction

## Before the lesson:

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- Review the Teaching Guide for information about the topic and advice on how to deliver these activities.
- Refresh your knowledge of your school's anti-bullying policy.
- Refresh your knowledge of your school's reporting and safeguarding procedures.
- Work with your pupils to agree on a set of ground rules. See Lesson #1. Display these somewhere visible.

Activity		Timing	Resources
Introduction	Setting up the lesson	5 min	-
Activity 1	Imagine the scene	10 min	Paper/mini whiteboards, pens/pencils
Activity 2	Snakes and ladders	20 min	Appendix 1: Snakes and ladders game and one set of scenario cards per group, 1 dice per group, 1 counter per pair
Activity 3	Living statue	20 min	Sticky notes, optional: 1 tablet per group
Activity 4	Diary entry	Extension	Appendix 2: Diary entry, 1 per pupil
Plenary	Question starters	5 min	Paper, pens/pencils

## Introduction

🕒 5 mins

Begin by explaining we will be learning what to do if we see something online that we find strange, rude or shocking.

Explain that: “Most of what we see online is fun or interesting, but there might be times we see something that makes us feel uncomfortable or surprised. Sometimes, people turn surprise or shock into amusement or laughter, as a way to deal with their emotions. This is when some people might share these things with others, because they want to see their friends’ reaction, or think it will make them laugh.

We all find different things funny, and other people might feel upset or worried if they see those sorts of things. It is not fair or kind to be made to feel like that, whether it was sent to you or you found it by yourself. We will be learning what sorts of things other people might find upsetting, and what we can do instead of sharing shocking or rude things on.”

## Activity 1

🕒 10 mins

Ask pupils to close their eyes, or lower their gaze, and to imagine the following:

You are feeling a bit down and upset. You see

a message notification on your phone, tablet or game. Your friend has sent you something to cheer you up. You open it to have a look, and it makes you feel a bit better.

Pupils write or draw images to record answers to the following questions:

- What has your friend sent you? Is it a photo, a video, a meme, a joke, a website, a post or something else?
- What app or website did they use to send it?
- Is it public (lots of people can see it) or private (only you can see it)?
- Does it stay visible, or does it disappear – either after you open it, or a little while after?
- Why did your friend send you that, and not something else?
- How does it make you feel?

Pupils use their notes or drawings to explain to a partner what they were sent and how it made them feel. Take some group feedback.

Ask for a show of hands to see how many pupils drew/recorded the same type of thing. Explain how this shows us that everyone finds different things online funny or enjoyable.

Pupils discuss in pairs if the same could be said about things that upset or hurt people online – does everyone find the same things upsetting or worrying online?

Take some group feedback. Explain that there are some things that would be upsetting for everyone,

and some things that are upsetting to some people but not all. That's why it's important to think about how someone might feel about something you send them.

We will be exploring what makes something online funny and enjoyable, and what might upset someone, in the next activity.

## Activity 2

### 🕒 20 mins

In small groups, pupils play a game of 'scenario' snakes and ladders. Every group must work together to decide how each online scenario makes people feel and whether it would create a positive or negative reaction.

Explain the rules of the game:

- Up to three pairs can play on one board.
- Use any suitable objects as counters e.g. coloured maths counters.
- The aim is to land on the final square.
- The game ends once all pairs have landed on the final square. Once a pair finishes, they continue to take part in scenario discussions until all pairs have landed on the final square.
- Set up the game by shuffling the scenario cards and placing them in a pile face down. Place all player counters on START to begin.
- Players move around the board by rolling a dice. If a pair lands on a HOT SPOT square, they take a scenario card from the pile and read it aloud to the group. The whole group must discuss and decide together whether they think the scenario will cause a positive reaction, or a negative reaction from the person receiving it. If it would result in a positive emotion, that pair moves forward one square. If it would result in a negative emotion, they move back one square.
- When near to the FINISH square, players need to roll the exact number needed to land them on the square in order to finish the game. Other players should continue taking turns until they also land on the FINISH square, or until the educator moves the activity on.
- Remind pupils that it is not acceptable to try and choose the incorrect reaction for either their own scenarios, or the ones other players get, in

order to increase their own chance of winning. Anyone who does so will return to the start.



**Note to educators:** The scenario cards include one standard set in blue that can be used by all ages. The extra cards in pink have scenarios better suited for more mature groups. Use professional judgement to decide if your pupils should use these as well.

Once pupils have finished the game, take some group feedback by asking the following:

- Which scenarios were easy to decide on?
- Which scenarios were difficult to decide on?
- Think about the types of scenario that caused players to go back a space. What did they all have in common?
- Think about the types of scenario that caused players to go forward a space. What did they all have in common?
- What have you learnt about sharing things online from playing this game?

## Activity 3

### 🕒 20 mins

In groups of 2-4, pupils select a scenario from the snakes and ladders game that they decided would have a negative reaction. Pupils will now make predictions on what might happen next.

On sticky notes, ask pupils to write down responses to the following questions (one answer per sticky note.)

After receiving the content described in the scenario you've chosen...

- What will this person be thinking?
- What will they say?
- How will they feel?
- What would their expression look like?
- How might they reply?
- What will they do next?
- What do they wish the person who sent them this had done instead?

The next part of the activity can be run in two ways. Decide what would suit your pupils best.

### Option 1

Each group agrees on one pupil to be a 'living statue' to represent the person in their scenario. They must instruct the statue to pose in the way they think they would look and feel after receiving the content in their scenario. Their pose must show them holding a device (e.g. a phone or tablet.) Props could be used.

The group places the sticky notes on the appropriate parts of the body or the imagined/prop device, e.g. the response to the question, 'What will they be thinking?' would be put on the 'statue's' head. Set some ground rules around appropriate touching. This activity could also be run by taking a photo of the 'living statue' on a tablet then adding notes/labels on to the photo.

### Option 2

Each group draws a large, simple outline of a person to represent the person in their scenario. This could be done on paper or a drawing app on tablet. They must draw the person in a pose that shows how they think they would look and feel after receiving the content in their scenario. Their pose must show them holding a device (e.g. a phone or tablet.)

The group places the sticky notes/labels on the appropriate parts of the drawing, e.g. the response to the question, 'What will they be thinking?' would be added to the drawing's head.

#### For either option:

Take some group feedback on pupils' scenarios and their prediction labels. One group at a time could present back to the wider group, or small groups could present to each other, then swap.

As a whole group, focus on the last two questions:

**“What will they [character in the scenario] do next?”**

**Suggested answers:** Pupils might mention blocking and reporting. Blocking someone online stops them from contacting you. Depending on the scenario, pupils may see this as an extreme or unrealistic response, e.g. if it was a friend who sent the upsetting content. However, it could be an option if it is one particular person who

keeps doing it. Reporting content online sends a message to the safety team to request it gets taken down. This is a positive action to take as it can stop others from seeing it too.

**“What do they wish the person who sent them this had done instead?”**

**Suggested answers:** ask an adult, talk to a teacher, show to a parent, close the app/website, delete it, talk to someone about it.

Pupils may say the sender should have ignored it. Explain that while this would have helped stop the other person from getting upset, the person who found/saw it first will need support with how it makes them feel too.

## Activity 4

### ⌚ Extension

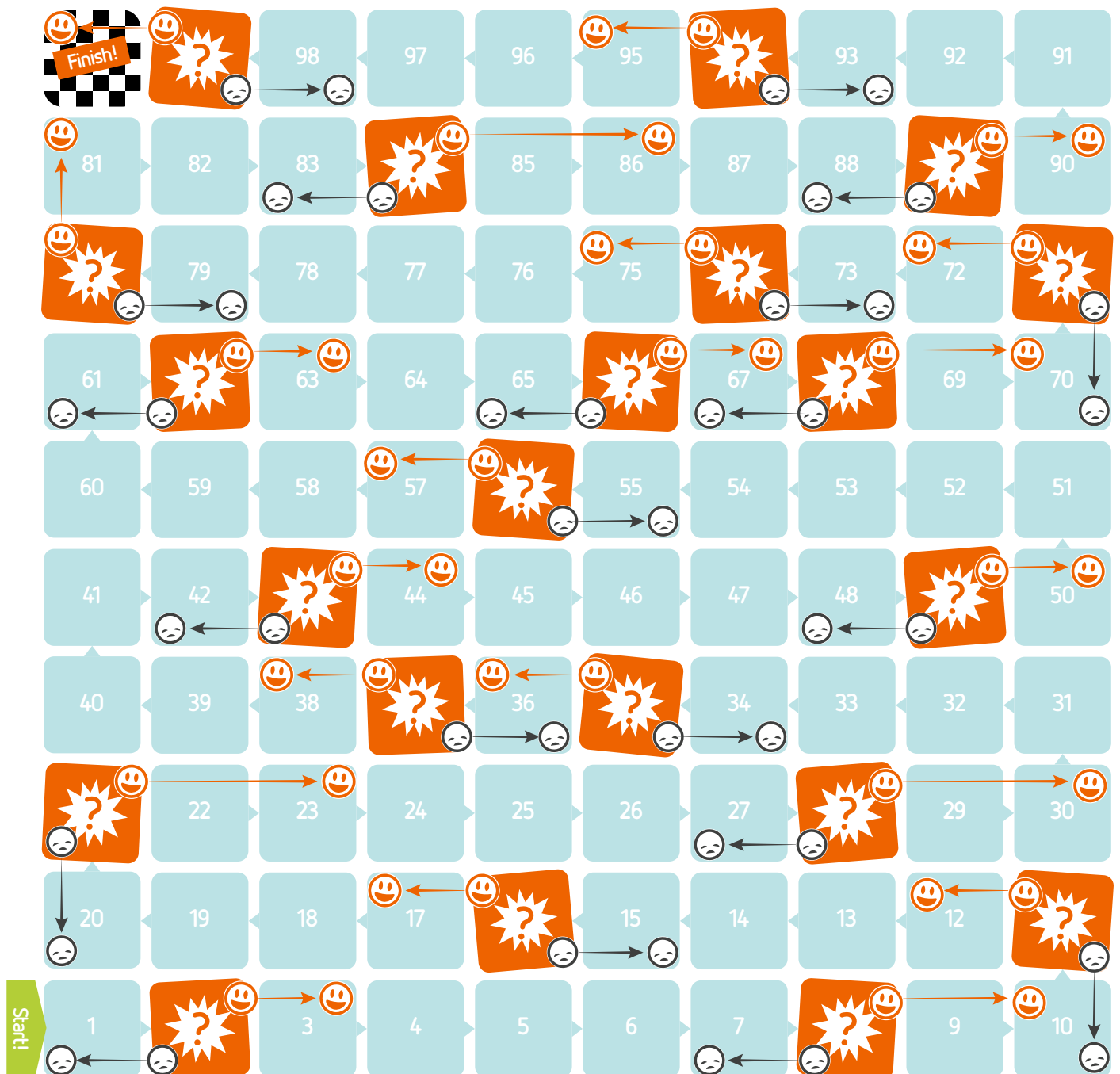
Pupils write a diary entry (Appendix 2, page 15) from their chosen character about their scenario, explaining what happened, and how they feel. Pupils can use their predictions and previous discussions to inform their writing.

## Plenary

### ⌚ 5 mins

Pupils think of three question starters that could be used to ask an adult about something strange, rude or uncomfortable they had seen online, instead of sharing it on, e.g. “Can I ask you about..?”.

Each pupil shares a question starter. They can skip if theirs has already been said. Pupils write their favourite question starter on a strip of paper. These could be stuck on a large piece of paper and displayed somewhere visible.



Ashani is sent a video of her friend's new puppy chasing its own tail.

Ben is sent a funny meme that his friend says reminds him of Ben.

Cate is sent a link to the latest video from a YouTuber her friend thinks she'll like.

Dion is sent a selfie of his friend pulling a funny face.

Elisha is sent a funny 'good luck' video on the day of her music exam.

Freddie is tagged in a photo collage on his birthday that his friend made of all the funny photos they've taken together.

Gracie is tagged in a video that begins with the message "if you've been tagged in this video you are the 'joker' of your friendship group!"

Harry is tagged in a meme making fun of his favourite musician.

Immy is sent a video of someone making jokes about the religion she follows.

Junior is sent a link to an article called '5 tips - How To Look Taller.' "This might help you out 😂"

Keira is sent a photo of someone in her year group getting changed out of her gym clothes at her gymnastics club.

Lloyd is sent a comment on a group chat. It's making fun about another boy, saying he looks 'girly.'

Mya is sent a photo that someone took looking up the shorts of another pupil on the school bus. 'Haha, they didn't notice!'

Nish is in a group chat where his friends have used an app that can add filters to make people look like boys or girls. They are joking that Nish looks better as a girl.

Olivia is sent a screenshot of a group chat where other pupils are making fun of the way her body looks in her PE kit.

Patrick is sent a photo of a girl he is friends with. Emojis and stickers have been added to make it look like she is a boy.

Rowan is tagged in a post that shows her favourite celebrity with no clothes on.

Simran is sent a link to a video that is made of lots of different scenes with rude language and nudity from different films.

Tom is sent a screenshot of an advert on a game for adults that shows rude words and pictures of women not wearing many clothes.

Victoria is sent a chain message telling her she should take a naked picture of a part of her body and share it on.



William is sent a link by a friend to a video meant for adults that shows people doing sexual things together. 'Haha!'

Yasmin is sent a screenshot of a girl in her year without her top on, and mean comments added to it. 'lol. Can you believe this!'



Aimee is sent a link to a video that zooms in on the body parts of different girls at school. Some parts zoom down their tops or up their skirts.

Bobby is sent a video that is made of clips from lots of different games. Each clip shows characters kissing or doing sexual things together.

Cayley is sent a photo by an older boy in her school who took the photo down his trousers, underneath his underwear.

# TODAY



## WHAT HAS HAPPENED?

What are you writing about?  
Why are writing about it in your diary?



## HOW ARE YOU FEELING?

Use a range of emotive language to express your reaction and thoughts.



## WHAT'S ON YOUR MIND?

What have you been thinking about since you got the message? Is there anything you are worried about?

# TODAY



## WHAT WILL YOU DO?

Is there anyone you plan on talking to?  
What will you say?

## WHAT DO YOU WISH HAD HAPPENED?

What do you wish the person who sent you that message/photo/screenshot/video had done instead of sharing it with you? Could you give them some advice?

“Instead of sending that to me, they should have...”



## “INSTEAD, I WISH I'D BEEN SENT...”

Draw a picture of something that you would have preferred to see that would have made you laugh:



## Quick activities

These activities can be used alone, as part of a lesson or as extension activities. Group sizes have been suggested, but feel free to adapt the activities to suit the needs of your pupils.

Printable resources for each activity can be found from page 21.

Before delivering any activities:

- Review the Teaching Guide for information about the topic and further advice on how to deliver these activities.
- Refresh your knowledge of your school's anti-bullying policy.
- Refresh your knowledge of your school's reporting and safeguarding procedures.
- Work with your pupils to agree on a set of ground rules. See Lesson #1. Display these somewhere visible.

### Be the Expert

Works best with: groups of 10

Use the 'Be the Expert' questions and give each pupil one question. Each pupil asks their question to every other pupil in the group, making notes about their answer. Give the group time to read over and reflect on the answers they collect.

In the style of a TV chat show, stage a 'Be the Expert' discussion. Nominate an adult to act as the host and ask pupils to discuss what they found out from their discussions, and the attitudes of their peers.

### What's Happening Online?

Works best with: a couple of pairs or more

Give each group one set of 'What's Happening Online?' cards. Ask each group to sort them using different measures:

- Group One sorts them by what they see happening the most to least.
- Group Two sorts them by what they are worried about the most to least.

- Group Three sorts them by what they think parents and carers 'think' happens the most to least.

Compare each group's cards once they have sorted them. Lead a discussion on the similarities and differences seen between the order of each groups' cards.

### Journey of Life

Works best with: groups of 10

Set up a timeline along a wall or other large area using masking tape/strips of paper/string. Attach the following age milestones: Born, 3, 6, 9, 12, 15, 18.

Give pupils the 'Journey of Life' statements and ask them to place each one on the timeline at the points they think they happen. Encourage pupils to come to a shared agreement for each statement. Once all statements are decided on, review the whole timeline together.

For the ages that the pupils have not yet reached themselves, they will need to make predictions. This can be a good opportunity to assess what they know and to address any concerns they have about reaching puberty, or growing up – either during the activity, or later.

### Rounds

Works best with: groups of 10

Ask pupils to reflect on how their friends make them feel when they are online. In a circle, ask each pupil in turn to choose a sentence starter at random and complete the sentence.

These statements could be:

- printed on slips of paper and pulled out of a box;
- written on different coloured lolly sticks. Roll a colour dice to pick one; or
- written on building blocks. Each statement answered can be added to the tower. Challenge each group to build the tallest tower possible.

Statement examples:

- I like it when a friend does this online...

- When I make a friend happy online I feel...
- When I fall out with a friend online I make it up with them by...
- To cheer up my friends, I go online and I...
- When I'm playing/chatting with my friends online I feel...
- If I see mean online comments about how my friend looks, I...
- If I see a rude photo of my friend online I...
- If people are putting pressure on my friend online, I would...
- If my friend was cyberbullied for not acting like a stereotypical boy or girl online, I would feel...
- When people our age cyberbully people they know online, it feels...

Different statements can be added to suit the needs of your pupils.

To extend the activity, return each statement after it has been answered so it can be chosen again by another pupil.

### Everyone can...

**Works best with:** whole class

Explain that everyone has the right to be themselves offline and online and to take part in activities that make them happy. However, some people may feel that they are stopped from being themselves, or they are excluded by others from enjoying certain things. Parts of our identity such as our gender, race, religion, sexual orientation and lived experiences can mean others make assumptions about us and what we 'should' be doing online.

Set up a number of large hoops around your space, labelled with pictures of online activities or services your pupils like e.g. popular websites or online games, funny videos, devices, apps, etc. Randomly assign each pupil a hoop. Several can share one if needed.

Whilst in their hoops, ask the group to look around and spot a hoop with an activity that they like more. Ask them to raise their hands if they would like to move hoops. The catch is, they can't! The hoop they are in is now the activity/item that they have to enjoy.

Ask pupils, "how does it feel to be told that you can't move out of your hoop?" Unfair? Annoying? Disappointing? Ridiculous? Ask, "how does it feel being told that you should like or do the thing that you've been given with no choice?"

Use this exercise to illustrate that sadly, some people feel they cannot freely show what they really love, or express themselves fully online or offline. Being treated unfairly because of who you are is called discrimination.

Let the group know that they can now go and move to the hoop they want. Let them move around the space.

Ask pupils:

- Can you name two/three friends who liked the same things as you, and two/three friends who liked something different?
- Is it okay for everyone to like the same things online?'
- How would you feel if someone told you that you shouldn't like something because of who you are?

These discussions can be used to positively challenge stereotypes that may already exist amongst pupils around identity characteristics such as gender, sexual orientation and physical appearance.

### Dice Discussion

**Works best with:** small groups

Use the 'Dice Discussion' templates to make one set for each group. Each dice has different pieces of information:

**Dice 1:** chooses an age and gender

**Dice 2:** chooses a thing you do online

**Dice 3:** chooses a scenario

Ask the group to roll each dice in turn to create a persona, and a scenario. The group must decide on some advice for each scenario they create. If more than one group is working on this activity, ask each group to share a couple of personas, scenarios and the advice they gave with the wider group.

### Dice Discussion Drama

After creating a couple of personas, scenarios, and advice in the 'Dice Discussion' activity, ask pupils to select a persona and create a character monologue that tells the character's story and what they did after receiving the pupils' advice. These could be performed to the rest of the group and followed up with a 'hot seat' discussion, still in character.

### Positive Pledges

*Works best with: the whole school*

Pupils write one action they intend to do to make the internet a kinder and more respectful place and decorate as they wish. For pupils familiar with the topic of this toolkit, they can tailor their pledges to the issue of cyberbullying based on gender stereotypes or body shaming.

These pledges could be displayed in school and revisited every few weeks.

### Online Bingo

*Works best with: whole class or several class groups*

Give each pupil an 'Online Bingo' sheet. They can keep these in a safe place or display somewhere visible and accessible. When each pupil experiences or carries out an online action on their bingo sheet, they cross it off. Decide in advance how the game can be 'won' – either the first pupil to complete their sheet, or the first group or class to complete all their sheets.

### Graffiti Wall

*Works best with: whole class or several class groups*

Place a long piece of paper roll on the wall somewhere in your school/setting such as a hall, welcome area or library. Divide the paper roll into three parts.

Ask pupils to decorate the three parts with words, images and phrases along the following themes:

1. Important parts of pupils' identities (e.g. likes

and dislikes, hobbies, appearance, sexuality, gender). Explain that there is no pressure to share personal characteristics; pupils can decorate with any characteristics they can think of.

2. Positive actions that pupils can do if they ever experience cyberbullying that targets these characteristics (e.g. talk to a friend, seek advice from a teacher, phone a helpline.)
3. Words and statements of encouragement for anyone experiencing cyberbullying of this type.

Once everyone has added their graffiti, this can be referenced in a whole school/setting assembly, or kept on display and used to remind pupils throughout the year.

### Role Plays

*Works best with: a couple of pairs or more*

Give each pair a 'Role Play Scenario Card.' Each scenario describes a situation in which a pupil has been sent something upsetting, mean, or shocking by another pupil.

In pairs, the pupils role play what could happen if they asked a friend for help. The pairs act out the role play in two ways – the best way it could go, and the worst way it could go.

Ask each pair to perform their two role plays to the rest of the group. Discuss what they see and use these discussions to create a list of 'do's and don'ts' for supporting a friend with an online problem.

### Campaign for change

*Works best with: a small group*

Recruit a team of enthusiastic pupils who want to tackle the issue of cyberbullying that uses harmful gender stereotypes or body shaming in their school/setting.

The group could hold regular meetings to work together on plans such as:

- Run an awareness campaign in school.
- Organise an event, such as a peer-led drop-in session on how to report on different online platforms.

- Contact local organisations or campaigners for gender equality or body positivity.
- Host a school assembly.
- Design posters and leaflets.
- Write a letter to parents and carers asking them to support the campaign.
- Run a survey or poll in school to collect pupil opinions.
- Host meetings with the school's Senior Leadership Team to feed back pupils' opinions.

What are the different ways cyberbullying can happen?

Why do people your age cyberbully others about how they look?

Why do people your age cyberbully others about how they act (online and offline)?

What can we do to help people your age understand that cyberbullying someone because they do not act or look like other boys or girls is not okay?

When people your age are bullied online for how they look, or by using photos or videos of them, how does it make them feel?

Do different genders experience cyberbullying in different ways? How?

How do photos and videos get used to cyberbully people your age?

What stops people your age from telling someone about the cyberbullying they see or they experience?

What can we do the help people your age who are cyberbullied to speak to someone about it?

What can we do to stop people your age bullying people using embarrassing or rude photos?



Photos/videos taken of people's private body parts without them knowing

Photos/videos taken of people's private body parts that they know about, but they get shared without their permission

Pressuring someone to take a picture of their private body parts

Upsetting name-calling used online about the way someone's body looks

Editing a photo/video of someone to make it look like they are doing something rude

Editing a photo/video of someone to make it look like they are a different gender

Sharing links to places online that show people without any clothes on to shock or upset others

Mean comments that make fun of things are not 'normal' for girls, or for boys

Own your own laptop

Join a big group chat

Use a tablet for the first time

Own your own tablet

Take a selfie

Use a phone for the first time

Get a social media account

Understand what a meme is

Use a laptop for the first time

Get a gaming account

Make your own video  
(e.g. TikTok, YouTube)

Own your first phone

Join a small group chat

Post your own video online publicly  
(e.g. TikTok, YouTube)

Notice the differences between boys and girls

Hear rumours online about a photo/video of someone you know without some of their clothes on

Learn about online safety at school

Be attracted to another person

Receive a photo/video of someone you know without some of their clothes on

Parents/carers talk to you about online safety

First boyfriend or girlfriend

See a photo/video that has had stickers/emojis added that make it rude

Stop talking to parents/carers about friendships/falling out with friends

Hear/see mean comments about what girls and boys should or shouldn't do online

Hear/see mean comments using the word 'gay' online

Stop talking to parents/carers about online problems

Become aware of a gossip account or profile about people you know

Learn about puberty at school

First time a friend came to you about an online problem

Hear/see rumours  
online about the  
sexual behaviour of  
people you know

Learn about  
sex at school

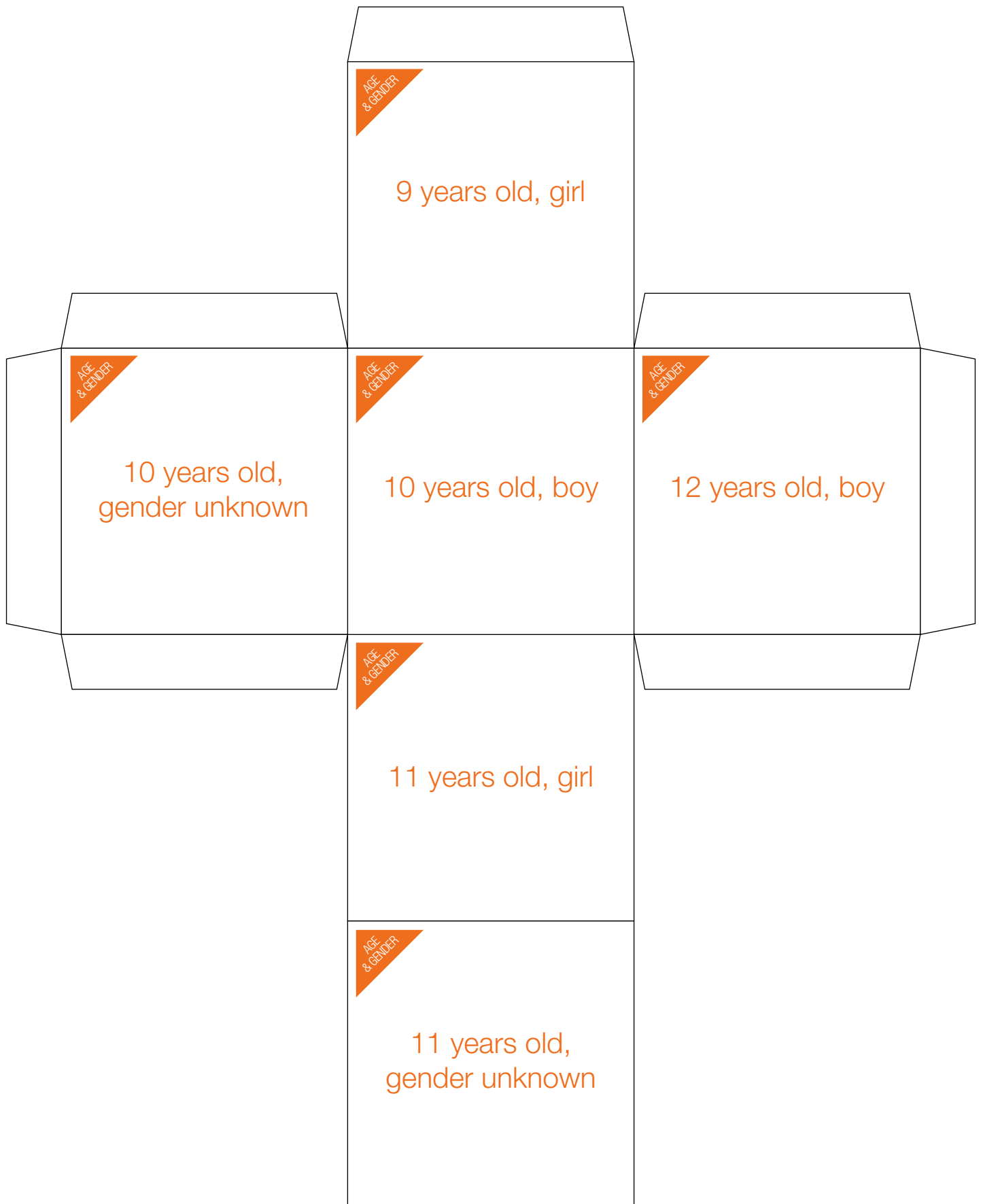
Learn about different  
sexual orientations at  
school

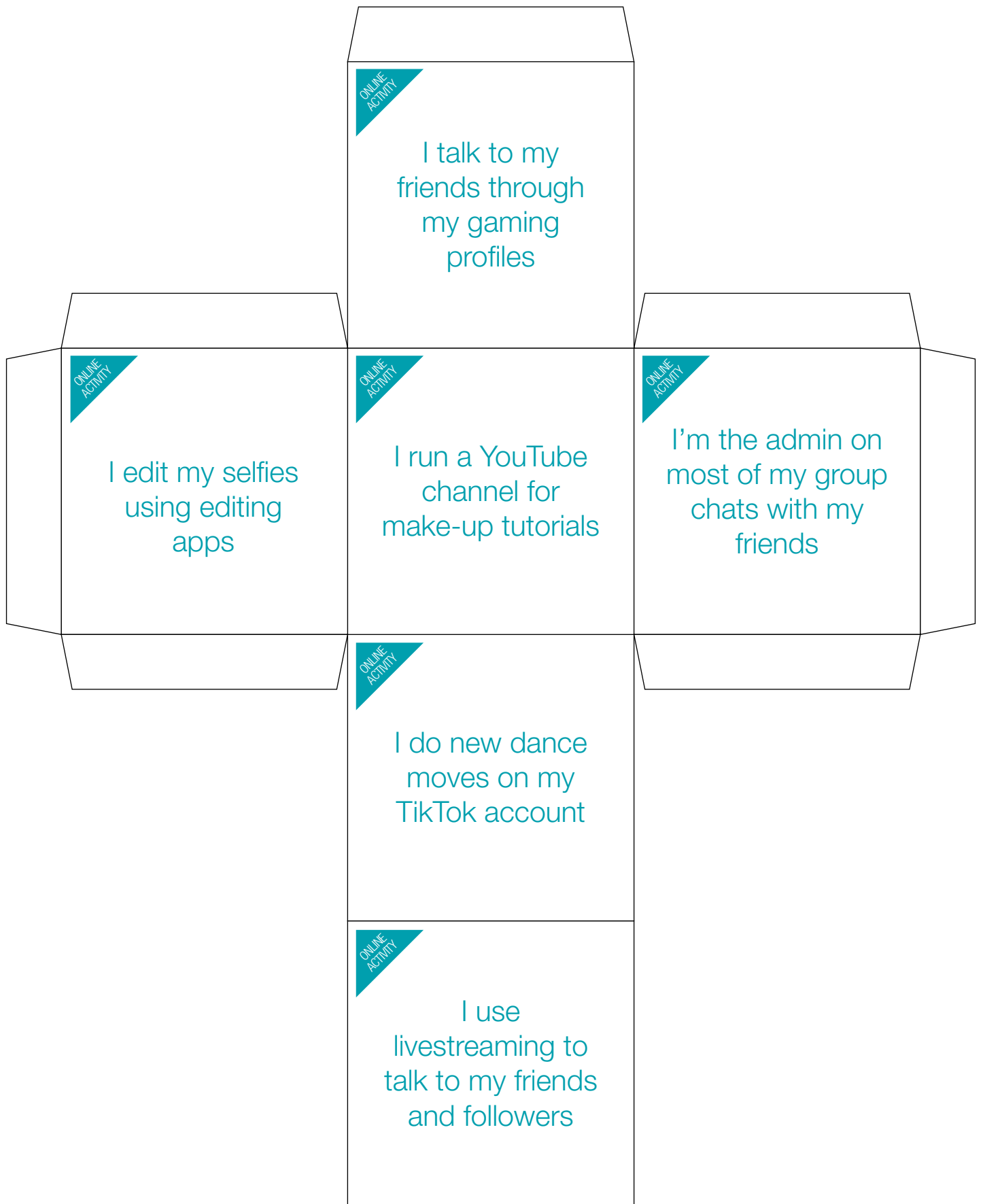
Hear/see words like  
'slut, slag, skank'  
being used online

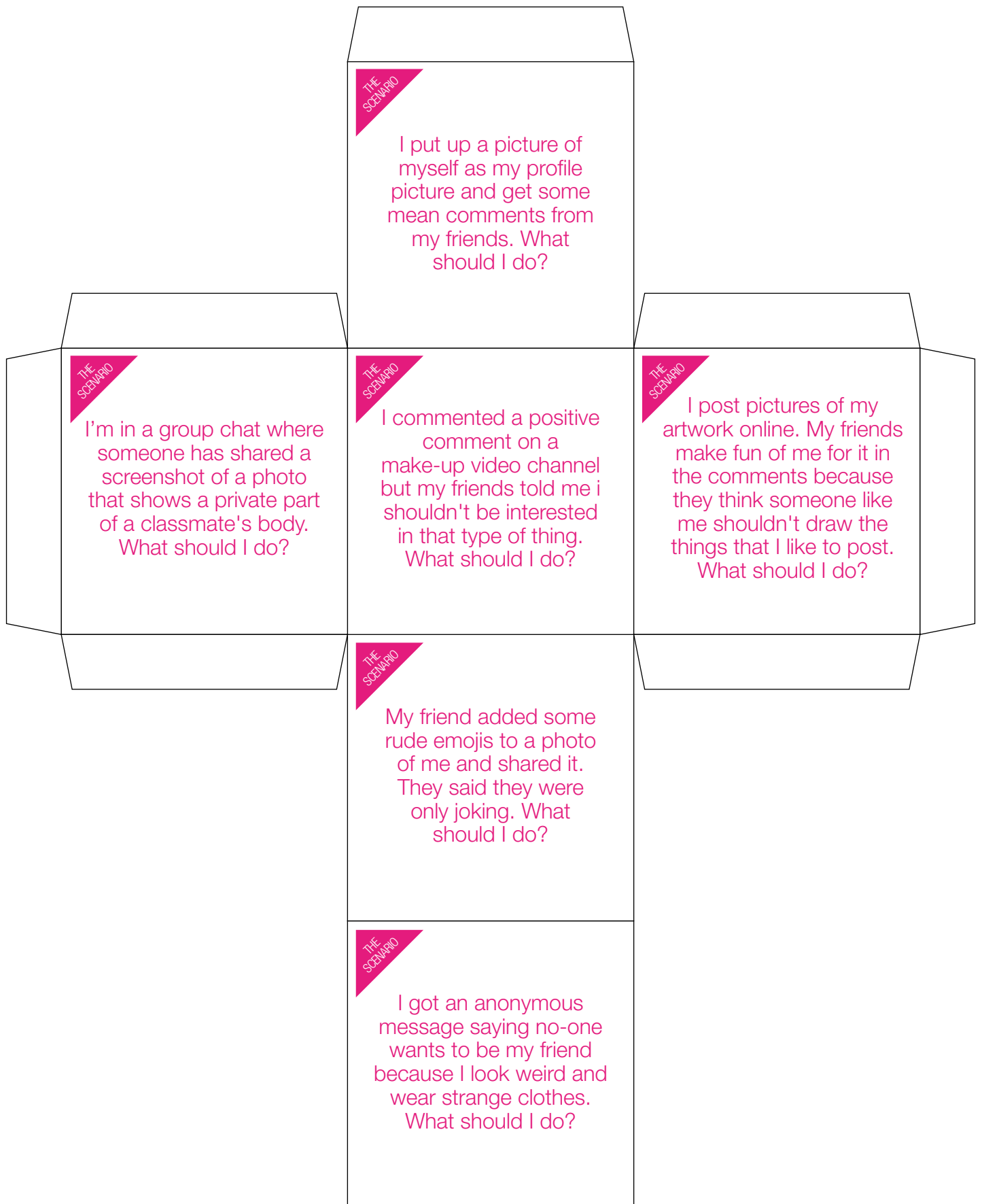
See people sharing  
links to places online  
that show people  
without any clothes on

Print out a set of 3 dice per colour.

Print in colour if possible.







# BINGO

Send a kind comment to a friend	Laugh at a funny video a friend sent you	Ask a friend if you can take a photo with them to share online
Send a friend a funny video that would make them laugh	Help a friend in an online game	Receive a funny selfie from a friend
Receive a kind comment from a friend	Receive a nice comment from a friend on a photo	Be asked by a friend if they can take a photo with you to share online

# BINGO

Post a nice comment on a friend's photo	Send a friend a funny video that would make them laugh	Laugh at a funny video a friend sent you
Receive a funny selfie from a friend	Get help from a friend in an online game	Receive a nice comment from a friend on a photo
Be asked by a friend if they can take a photo with you to share online	Send a kind comment to a friend	Receive a kind comment from a friend



# BINGO

Send a friend a funny selfie	Send a kind comment to a friend	Help a friend in an online game
Send a friend a funny video that would make them laugh	Ask a friend if you can take a photo with them to share online	Receive a kind comment from a friend
Be asked by a friend if they can take a photo with you to share online	Post a nice comment on a friend's photo	Receive a funny selfie from a friend



## Role play #1

### Who are you?

A girl the same age as you.

### What's happened?

While you were leaning down, a friend took a photo looking down your top. They have shared it on a group chat with some other people at school.

You ask your friend (Character B) for help.

**! Things to think about:** Who are you, where are you and why are you there?



## Role play #1

### Who are you?

A pupil the same age as you.

### What's happened?

Your friend (Character A) leant over and another friend took a photo looking down her top. They have shared it on a group chat with some other people at school.

She asks for your help. What do you do?

**! Things to think about:** Who are you, where are you and why are you there?



## Role play #2

### Who are you?

A boy the same age as you.

### What's happened?

You really like playing a new online game that is very popular with the girls in your school. Some other pupils have noticed you are the only boy who plays it and are making fun you and posting unkind things about you online.

You ask your friend (Character B) for help.

**! Things to think about:** Who are you, where are you and why are you there?



## Role play #2

### Who are you?

A pupil the same age as you.

### What's happened?

Your friend (Character A) is getting bullied by people at school because he likes to play a game that is popular with the girls in your school at the moment. People are posting unkind things about him online.

He asks for your help. What do you do?

**! Things to think about:** Who are you, where are you and why are you there?





## Role play #3

### Who are you?

A girl the same age as you.

### What's happened?

You got some new glasses and posted a selfie to show them to your friends. Some of them make a joke that they make you look like a famous male YouTuber who wears glasses similar to yours. Someone makes a meme using your photo and the YouTuber's photo and shares it around.

You ask your friend (Character B) for help.

**! Things to think about:** Who are you, where are you and why are you there?



## Role play #3

### Who are you?

A pupil the same age as you.

### What's happened?

Your friend (Character A) got some new glasses and posted a selfie to show them to you and your friends. Some of them make a joke that they make her look like a famous male YouTuber who wears similar glasses. Someone makes a meme using her photo and the YouTuber's photo and shares it around.

She asks for your help. What do you do?

**! Things to think about:** Who are you, where are you and why are you there?



## Role play #4

### Who are you?

A boy the same age as you.

### What's happened?

You were on a school residential trip. You were getting changed in the bathroom when some friends opened the door and ran in to take a photo of you without clothes on. You are worried about what they will do with the photo.

You ask your friend (Character B) for help.

**! Things to think about:** Who are you, where are you and why are you there?



## Role play #4

### Who are you?

A pupil the same age as you.

### What's happened?

Your friend (Character A) was on a school residential trip. He was getting changed in the bathroom when some friends opened the door and ran in to take a photo of him without clothes on. He is worried about what they will do with the photo.

He asks for your help. What do you do?

**! Things to think about:** Who are you, where are you and why are you there?





# Role play #5

## Who are you?

A pupil the same age as you.

## What's happened?

A friend sent you a link that they said is really funny. You clicked on it and it opened a website for adults that shows people with no clothes on. It made you feel confused and worried that you will get in trouble for looking at it.

You ask your friend (Character B) for help.

**! Things to think about:** Who are you, where are you and why are you there?



# Role play #5

## Who are you?

A pupil the same age as you.

## What's happened?

A friend of yours (Character A) is sent a link by a different friend that they say is really funny. They clicked on it and it opened a website for adults that shows people with no clothes on. Now they feel confused and are worried that they will get in trouble for looking at it.

They ask for your help. What do you do?

**! Things to think about:** Who are you, where are you and why are you there?







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